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| RESEARCH ARTICLE

Enhancing Literary Translation Skills through the Interpretation of Gothic-Supernatural Language: A Pedagogical Study

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| ABSTRACT

The translation of literary texts presents challenges that extend beyond linguistic equivalence, particularly when expressions contribute to the atmosphere, emotional intensity, and stylistic features of a narrative. This study investigates changes in students' translation performance following the implementation of a pedagogical strategy focused on interpreting Gothic-supernatural language in Bram Stoker's Dracula (1897). The intervention introduced the S-E-T (Meaning–Effect–Translation) strategy, whose acronym derives from the original Spanish terms Significado–Efecto–Traducción and is retained throughout this study for consistency. The strategy encourages students to examine contextual meaning and literary effect before selecting an appropriate translation. A mixed-methods approach, with a predominantly quantitative orientation, was employed through a single-group pretest–posttest design involving 34 university students enrolled in an English–Spanish literary translation course. The study drew on PACTE's translation competence model, while Vinay and Darbelnet's translation procedures provided an additional framework for examining students' choices. Performance was assessed using an analytic rubric comprising five dimensions: identification of Gothic-supernatural vocabulary, contextual comprehension, translation adequacy, preservation of the Gothic effect, and justification of translation decisions. Each dimension was scored on a four-point scale, yielding a maximum total of 20 points. Students' written justifications and responses to a perception questionnaire were also examined to complement the quantitative findings. Participation was voluntary, informed consent was obtained, and responses were anonymized through identification codes. The findings indicated an increase in mean performance scores from 17.91 in the pretest to 19.18 in the posttest, with a statistically significant difference ($W = 7.5$, $p < .001$). Improvements were particularly evident in the preservation of the Gothic effect and the appropriateness of translation choices. Although the absence of a control group prevents definitive causal conclusions, the findings suggest that structured reflection on meaning, literary effect, and translation decisions may contribute to students' performance in literary translation activities.

| KEYWORDS

literary translation; translation competence; Gothic literature; translation pedagogy; translation decision-making.

| ARTICLE INFORMATION

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1. Introduction

Literary translation involves challenges that cannot be adequately addressed through lexical equivalence alone. Translators must consider contextual relationships, stylistic features, genre conventions, and the expectations of the target audience when determining the most appropriate translation choices. These challenges become particularly significant in Gothic literature, where expressions associated with fear, danger, darkness, unfamiliarity, and supernatural phenomena contribute to the narrative's aesthetic and emotional impact. Focusing exclusively on the denotative meaning of such expressions may diminish their literary function and weaken the atmosphere established in the original text. Within educational settings, these complexities provide valuable opportunities to examine how students approach translation problems and make decisions throughout the translation process.

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Research on translation competence has contributed to understanding translation as a specialized activity involving the interaction of multiple forms of knowledge and skills. The PACTE model was initially developed to support empirical and experimental research and subsequently provided a foundation for investigations into problem identification and resolution, decision-making, translation acceptability, process efficiency, and the use of instrumental resources (Hurtado Albir, 2017; PACTE Group, 2003; PACTE Group et al., 2020). This theoretical perspective offers a relevant framework for examining pedagogical interventions. However, performance in a limited translation task should not be regarded as a comprehensive measurement of translation competence. Accordingly, the present study focuses on identifying changes in observable aspects of students' translation performance, particularly those associated with problem-solving and decision-making, rather than attempting to assess their overall translation competence.

The translation of Gothic literature presents additional difficulties because many lexical expressions serve purposes beyond conveying information. Through their contextual and stylistic associations, these expressions help establish suspense, uncertainty, fear, mystery, and an unsettling atmosphere. When such elements are overlooked, a translation may remain semantically accurate while failing to reproduce the literary impact of the source text. To address this challenge, the present research introduces a structured teaching intervention that encourages students to follow three interconnected stages: interpreting contextual meaning, recognizing literary effect, and developing a justified translation solution. This intervention is referred to as the S-E-T (Meaning–Effect–Translation) strategy. The acronym derives from the original Spanish terms *Significado–Efecto–Traducción* and is retained throughout this study for consistency. The central research problem, therefore, concerns whether the explicit application of this teaching sequence can be associated with measurable improvements in students' performance between an initial and a final literary translation task.

1.1 Research Question

To what extent does a pedagogical intervention based on the S-E-T (Meaning–Effect–Translation) strategy, supported by Vinay and Darbelnet's translation procedures, contribute to students' ability to identify and translate Gothic-supernatural vocabulary while preserving its literary effect in selected passages from Bram Stoker's *Dracula*?

1.2 Objectives

General Objective

To examine changes in university students' translation performance following the implementation of the S-E-T (Meaning–Effect–Translation) teaching strategy, complemented by Vinay and Darbelnet's translation procedures, focusing on the identification and translation of Gothic-supernatural vocabulary in Bram Stoker's *Dracula*, with particular attention to preserving the Gothic effect in Spanish.

Specific Objectives

1. To identify the initial challenges students encounter when recognizing and translating lexical expressions that contribute to the Gothic-supernatural atmosphere of a literary text.
2. To implement the S-E-T strategy as a structured approach that guides students in interpreting contextual meaning, identifying the Gothic effect, and developing appropriate translation solutions.
3. To introduce students to Vinay and Darbelnet's seven translation procedures—borrowing, calque, literal translation, transposition, modulation, equivalence, and adaptation—as analytical tools for examining and justifying their translation decisions.
4. To compare students' performance in the pretest and posttest in order to identify potential changes in vocabulary recognition, translation adequacy, and preservation of the Gothic effect.
5. To describe the translation procedures employed by students and examine how these relate to their proposed solutions and the preservation of the Gothic effect.

1.3 Hypotheses

H1. Students' posttest scores will be higher than their pretest scores following the implementation of the S-E-T strategy.

H2. Students' posttest justifications will demonstrate a more explicit connection between contextual meaning, the Gothic effect, and their translation choices.

Overall, this study seeks to examine changes in university students' translation performance after applying the S-E-T strategy to Gothic-supernatural vocabulary drawn from Bram Stoker's Dracula. Vinay and Darbelnet's translation procedures are incorporated as complementary analytical tools to describe and examine the solutions proposed by the participants. Nevertheless, the interpretation of the findings remains consistent with the methodological limitations of the research, recognizing that a brief pedagogical intervention cannot provide conclusive evidence of comprehensive translation competence development.

2. Theoretical Framework

2.1 Translation and Translation Competence

Translation is both a communicative and cognitive activity that involves interpreting a source text, identifying potential challenges, and producing a target text that fulfills a specific purpose within a particular context. Rather than simply replacing words from one language with their equivalents in another, translation requires a combination of linguistic knowledge, analytical reasoning, and informed decision-making. Hurtado Albir (2017) approaches translation competence as an essential component of this specialized activity, emphasizing the interaction between declarative and procedural knowledge. This distinction is particularly relevant in university-level translator education, as students may demonstrate proficiency in two languages while still encountering difficulties in recognizing translation problems, establishing priorities, or providing well-founded justifications for their choices.

Translation competence can therefore be understood as a multidimensional construct that encompasses several interconnected abilities and processes. The volume Researching Translation Competence by PACTE Group brings together extensive empirical research conducted by the PACTE Group, examining variables such as translation acceptability, knowledge of translation, translation projects, problem identification and resolution, decision-making, process efficiency, and the use of instrumental resources (Hurtado Albir, 2017). This perspective is particularly valuable for the present study because it allows literary translation to be examined beyond the quality of the final product. It also draws attention to the reasoning processes reflected in the decisions students make and justify while completing translation tasks.

Within the scope of this research, translation competence is approached with an important methodological distinction. A short-term pedagogical intervention involving a pretest and a posttest cannot provide a comprehensive assessment of an individual's overall translation competence. Consequently, the primary variable examined in this study is translation performance, assessed through observable dimensions associated with translation competence. This distinction establishes appropriate boundaries for the interpretation of the findings and ensures that the assessment instrument is not assigned a broader evaluative capacity than its design supports. Five dimensions were considered: identification of Gothic-supernatural vocabulary, contextual comprehension, translation adequacy, preservation of the Gothic effect, and justification of translation decisions. The appropriateness and naturalness of students' proposed solutions were evaluated as part of the translation adequacy dimension.

2.2 PACTE's Translation Competence Model

The PACTE Group developed a holistic and dynamic model of translation competence to provide a theoretical foundation for empirical and experimental research. Initially introduced in 2003 and further systematized in 2017, the model conceptualizes translation competence as an integrated system composed of interacting subcompetences and components (PACTE Group, 2003, 2017). Its dynamic nature emphasizes that these elements do not function independently but operate in coordination when translators identify and address translation problems.

Several components of this model are particularly relevant to the objectives of the present study, including bilingual, extralinguistic, knowledge-of-translation, instrumental, and strategic subcompetences. Bilingual subcompetence becomes evident when students interpret an English source text and produce an appropriate Spanish translation. Extralinguistic subcompetence contributes to their understanding of Gothic literary conventions and culturally embedded meanings, while instrumental subcompetence can be observed through the consultation and use of documentary resources. Strategic subcompetence plays a particularly key role in recognizing translation difficulties, selecting suitable solutions, and assessing the effectiveness of the resulting translations. In this way, the PACTE model provides a broader theoretical perspective for interpreting observable translation performance without treating competence as merely the sum of individual assessment scores.

Furthermore, PACTE's research highlights the importance of drawing on multiple sources of evidence when examining translation-related processes. The 2017 volume addresses experimental research design, data collection and analysis procedures, translation acceptability, and variables associated with the translation process (PACTE Group, 2017). Following this methodological perspective, the present study incorporated several complementary sources of information, including students' translated texts, an analytic assessment rubric, written justifications of translation decisions, and a perception questionnaire. The questionnaire was not regarded as direct evidence of learning outcomes; instead, it provided supplementary information about students' perceptions of the intervention's usefulness.

2.3 Translation Problem-Solving and Decision-Making

The identification and resolution of translation problems represent fundamental aspects of PACTE's research on translation competence. The group's 2017 publication includes dedicated discussions of problem identification, problem resolution, and decision-making, highlighting their importance in understanding and evaluating translation performance (PACTE Group, 2017). From an educational perspective, this approach encourages a shift away from the assumption that every translation problem has a single correct answer. Instead, greater attention is given to the reasoning processes through which translators arrive at appropriate and defensible solutions.

In literary translation, even seemingly straightforward lexical items can present considerable difficulties. Expressions associated with paleness, fear, silence, or darkness may have readily available dictionary equivalents, yet their role within a Gothic narrative

may require more nuanced choices to preserve emotional intensity, connotations, or a sense of unfamiliarity. The challenge, therefore, extends beyond understanding the meaning of an individual expression. Translators must also determine which semantic and stylistic features should receive priority in the target text. For this reason, the justification of translation decisions was established as a separate dimension within the analytic assessment rubric.

In the present study, decision-making refers to the deliberate selection of a translation solution from several possible alternatives. Such decisions may involve maintaining the original structure, adjusting the perspective, changing grammatical categories, or selecting expressions that achieve functional equivalence. The S-E-T strategy was designed to make this reasoning process more explicit by guiding students through three consecutive questions: What does the expression mean in its context? What literary effect does it create? Which Spanish translation can adequately convey both its meaning and its intended effect?

2.4 Translation Pedagogy and the Acquisition of Translation Competence

Translator education involves the gradual development of specialized knowledge, practical abilities, and problem-solving procedures through structured learning experiences. PACTE's research distinguishes translation competence from the process through which that competence is acquired and has investigated its development using experimental approaches. The volume edited by Hurtado Albir (2017) includes a second research stage specifically devoted to translation competence acquisition, while subsequent studies have examined experimental designs and findings related to this developmental process.

From a pedagogical standpoint, these contributions suggest that translation instruction should extend beyond presenting linguistic equivalents or evaluating completed translations. Effective learning activities should provide opportunities for students to recognize translation difficulties, consider alternative solutions, and reflect critically on the implications of their choices. Assessment practices should also account for the complexity of these processes. An analytic rubric, for instance, makes it possible to evaluate individual aspects of translation performance that might otherwise be overlooked in a single overall score, including contextual comprehension, preservation of literary effect, and the ability to justify translation decisions.

Hurtado Albir and Olalla-Soler (2016), in their research on assessing the acquisition of cultural competence in translator training, advocate an evaluation approach that incorporates different tasks and instruments while recognizing the multidimensional nature of competence. This perspective provides methodological support for the design adopted in the present study. The pretest and posttest generate translation products that can be assessed using the same criteria, the S-E-T matrix documents students' reasoning throughout the intervention, and the final perception questionnaire offers supplementary insights into their learning experience.

2.5 Literary Translation

Literary translation requires careful consideration of both the meaning of a text and its aesthetic function. Bassnett (2014) identifies the distinctive challenges of literary translation as a central concern within translation studies, emphasizing that literary works cannot be adequately interpreted as collections of isolated linguistic units. Elements such as textual organization, narrative voice, imagery, rhythm, genre conventions, and cultural relationships influence how translators interpret and recreate literary meaning.

This perspective is especially relevant to the literary material examined in the present research. In Gothic fiction, a translation may accurately communicate the basic meaning of an expression while simultaneously reducing narrative tension or weakening its unsettling connotations. Accordingly, this study evaluates translation adequacy and preservation of the Gothic effect as two distinct but interconnected dimensions. Translation adequacy concerns the contextual appropriateness of the proposed equivalent, whereas preservation of the Gothic effect focuses on the extent to which the target text maintains the atmospheric or emotional function of the original expression.

Literary translation also offers valuable opportunities for students to explore different expressive possibilities and develop greater awareness of their translation choices. Sánchez Riaño (2017) describes a classroom experience in which literary translation activities integrate literary theory, translation studies, and discourse analysis, emphasizing the critical evaluation of translation decisions. This pedagogical perspective reinforces the importance of encouraging students to explain why a particular formulation may be more suitable than another, especially in situations where multiple translation solutions can be considered acceptable.

2.6 Gothic Literature and Its Characteristics

Gothic literature represents a diverse literary tradition that has undergone significant transformations over time. Punter (1996) traces the historical development of Gothic and horror fiction from the eighteenth century, while Botting (2014) examines the evolution of Gothic writing and its continued presence across different historical periods and forms of media. Their contributions establish Gothic literature as a cultural tradition frequently associated with excess, fear, danger, transgression, uncertainty, and the disruption of established boundaries.

According to Botting (2014), Gothic conventions have evolved throughout history and cannot be defined exclusively through recurring supernatural creatures or recognizable settings. This perspective is essential to the operational definition adopted in the present study, as the relevant vocabulary is not restricted to expressions that explicitly describe supernatural beings or

events. Instead, the analysis also considers lexical items that contribute to feelings of unease, vulnerability, darkness, isolation, or the disturbance of ordinary reality within a particular narrative context.
Such an approach prevents an excessively literal classification of Gothic vocabulary. In Dracula, for instance, physical reactions, unusual silences, descriptions of paleness, and references to confinement may contribute to the Gothic atmosphere even when the individual words do not possess inherently supernatural meanings. Consequently, lexical expressions must be examined in relation to their surrounding narrative and the discursive functions they perform.

2.7 Gothic-Supernatural Vocabulary

In this research, the term Gothic-supernatural vocabulary refers to an operational category established specifically for corpus analysis rather than a universal classification attributed to an existing scholar. Its definition draws on the characteristics identified in Gothic literary studies and responds to the methodological need to recognize and classify observable lexical expressions within the selected passages.
For the purposes of this study, Gothic-supernatural vocabulary encompasses lexical and phraseological units that either represent supernatural phenomena or contribute to the construction of fear, danger, mystery, darkness, unfamiliarity, vulnerability, protection against supernatural forces, or isolation within a specific narrative context. Six initial categories were established: explicit supernatural elements (GS1), fear/threat (GS2), darkness/atmosphere (GS3), strangeness/disruption (GS4), protection/belief (GS5), and isolation/confinement (GS6).
These categories were not treated as mutually exclusive since a single expression could fulfill more than one narrative function. Classification was therefore determined by the context in which each unit appeared. This approach provided a sufficiently clear operational framework for organizing the data while acknowledging the potential for multiple meanings and the literary functions of language.

2.8 Bram Stoker's Dracula as a Gothic Corpus

The study employed the original English text of Bram Stoker's Dracula (1897), selecting separate passages for the pretest, instructional intervention, and posttest. Using different excerpts reduced the possibility that improvements in performance could be explained solely by students recalling translations they had previously practiced. The pretest focused on Jonathan Harker's unsettling perception of the Count, whereas the instructional intervention addressed the recognition of confinement and threatening circumstances. The posttest subsequently required students to apply the strategy to a later narrative situation. Before implementation, the selected passages were reviewed to ensure reasonably comparable length, concentration of relevant lexical units, and levels of difficulty.
The selection of a classic literary work did not imply that participants were expected to demonstrate specialized knowledge of Stoker's writing or Gothic literary criticism. Rather, the novel served as material through which translation decisions could be examined. Accordingly, the assessment rubric emphasized contextual understanding and translation performance without awarding additional points for recalling critical interpretations unrelated to the selected excerpts.

2.9 Vinay and Darbelnet's Translation Procedures

Vinay and Darbelnet (1995) developed a comparative stylistic approach to translation that examines the relationships between source and target texts. Their framework identifies seven translation procedures, divided into two broad categories: direct translation and oblique translation. Direct translation includes borrowing, calque, and literal translation, which generally maintain closer connections to the linguistic forms and structures of the source text. Oblique translation encompasses transposition, modulation, equivalence, and adaptation, all of which involve different degrees of reformulation when direct correspondence does not produce an appropriate target-language expression.
Among the direct procedures, borrowing involves transferring a foreign word or expression into the target text without translating it. Vinay and Darbelnet (1995) explain that this procedure may be used for various purposes, including introducing particular stylistic nuances or retaining elements associated with the source culture. Calque is closely related to borrowing but differs in that the individual components of the original expression are translated. As a result, the target language adopts an expression constructed according to a structural pattern derived from the source language.
Literal translation constitutes the third direct procedure. Vinay and Darbelnet (1995) describe it as a direct transfer from the source language that results in a grammatically correct and idiomatically acceptable expression in the target language. Therefore, literal translation should not automatically be interpreted as an inadequate choice. When the linguistic correspondence is appropriate and the resulting expression functions effectively within its context, it may represent a valid translation solution. However, when direct transfer produces unnatural wording, alters the intended meaning, or fails to communicate the message adequately, oblique procedures may become necessary.
Transposition is the first of the oblique procedures and involves replacing one grammatical category with another without substantially changing the meaning of the message (Vinay & Darbelnet, 1995). For example, an idea expressed through a noun, verb, or adjective in the source text may be reformulated using a different grammatical category in the target language when

required by linguistic conventions or contextual considerations. The primary transformation occurs at the grammatical level, while the essential meaning remains largely unchanged.

Modulation involves a different type of transformation, as it changes the perspective from which an idea is expressed rather than merely modifying its grammatical form. Vinay and Darbelnet (1995) characterize modulation as a variation in the presentation of a message achieved through a shift in viewpoint. Although the general meaning is preserved, the translator adjusts the conceptual perspective to produce a more appropriate expression. This procedure can be particularly useful when a formally possible translation sounds unnatural or does not adequately convey the intended meaning in the target language.

Equivalence involves a further degree of reformulation. Vinay and Darbelnet (1995) observe that the same situation may be expressed through substantially different stylistic and structural resources across languages. In such cases, the objective is not to reproduce the original linguistic form but to select an expression that fulfills a comparable communicative function in the target text. This procedure becomes especially relevant when maintaining the source structure would prevent the translation from producing a similar response in its intended audience.

Finally, adaptation is an oblique procedure applied when a situation described in the source text lacks an appropriate counterpart within the target culture. Vinay and Darbelnet (1995) propose replacing such situations with alternatives that can fulfill an equivalent function in the new cultural context. Although adaptation may require more substantial changes to the original formulation, its purpose is to preserve the communicative function of the situation being represented.

The distinction among these seven procedures provided a useful analytical framework for the present study because it allowed the translation choices made by participants to be described systematically. However, the research did not assume that any particular procedure would automatically guarantee the preservation of Gothic literary effects. In certain contexts, a translation closely following the original structure could be appropriate, whereas other expressions might require reformulation to maintain contextual meaning, naturalness, and the atmosphere established within the scene. Accordingly, the procedures were employed as descriptive categories for examining how students developed their translation solutions.

This analytical purpose differs from the role assigned to PACTE's translation competence model. While PACTE offered a broader theoretical framework for understanding problem-solving and decision-making processes, Vinay and Darbelnet's procedures provided a means of describing observable transformations between the source text and the Spanish translations produced by students. Consequently, identifying a particular procedure was not considered sufficient evidence of translation quality, nor did it replace the assessment of translation performance.

This distinction also facilitated the integration of the procedures into the S-E-T teaching strategy. Students first examined the contextual meaning of an expression and its literary effect before developing a Spanish translation. Once a solution had been proposed, the corresponding translation procedure could be identified and its relationship to the previously recognized meaning and effect could be evaluated. In this way, Vinay and Darbelnet's framework served as a complementary resource for describing and justifying translation decisions, while S-E-T remained the central instructional approach.

2.10 The S-E-T Teaching Strategy: Meaning–Effect–Translation

The S-E-T strategy constitutes the central pedagogical proposal of the present research. It was developed to encourage students to approach literary translation as a process in which selecting an equivalent represents the outcome of prior interpretation rather than the initial step. By emphasizing contextual meaning and literary function before the formulation of a target-language expression, the strategy organizes translation reasoning into three successive stages: Meaning, Effect, and Translation.

The first stage, Meaning, focuses on interpreting a lexical or phraseological unit within its narrative context. Students are expected to determine what an expression communicates in the specific situation in which it appears, considering the surrounding textual elements that influence its interpretation. This stage aims to discourage translation choices based exclusively on isolated lexical equivalents or dictionary definitions.

The second stage, Effect, directs attention to the literary function performed by the expression within the Gothic narrative. In Dracula, individual words and phrases may contribute to fear, danger, darkness, unfamiliarity, vulnerability, protection against supernatural forces, or isolation. This stage therefore encourages students to identify not only what an expression means but also how it contributes to the atmosphere and development of the scene.

The third stage, Translation, involves producing an appropriate Spanish formulation based on the observations made during the preceding stages. Students are encouraged to select solutions that reasonably preserve both the contextual meaning and the Gothic effect of the original expression while remaining natural and appropriate in Spanish. Translation is consequently presented as a reasoned decision rather than the automatic replacement of a source-language unit with its most immediate equivalent.

Vinay and Darbelnet's translation procedures are incorporated as complementary analytical tools during this final stage. After proposing a translation, students may identify whether their choice can be described as borrowing, calque, literal translation, transposition, modulation, equivalence, or adaptation. The identification of a procedure does not independently establish the quality of the translation. Instead, it provides a framework for explaining how the proposed solution was constructed.

The pedagogical contribution of S-E-T lies in making explicit a reasoning process that may otherwise remain implicit during literary translation. By organizing the task into consecutive stages, the strategy establishes a connection between contextual

comprehension, recognition of the Gothic effect, and the selection of an appropriate Spanish expression. In the present research, students' written justifications were examined to determine how they connected these three elements when explaining their translation decisions.

The S-E-T strategy was implemented during the instructional intervention using a passage from Dracula that differed from those selected for the pretest and posttest. Subsequently, translation performance was compared among the 34 students who had valid paired records for both assessments. Particular attention was given to their identification of Gothic-supernatural vocabulary, preservation of its literary effect, and justification of translation decisions.

3. Methodology

3.1 Research Design

This study adopted a mixed-methods approach, with a predominantly quantitative component aimed at comparing students' translation performance before and after the instructional intervention. A qualitative component was also incorporated to examine the translation solutions proposed by participants and the reasoning reflected in their written justifications.

A pre-experimental, single-group pretest–posttest design was employed, without a control group or random assignment. The intervention involved students from two intact academic groups who completed the same instructional activities and were subsequently analyzed as a single study condition. Given these methodological characteristics, differences between the initial and final assessments were interpreted as changes occurring in temporal association with the intervention rather than as definitive evidence of a causal relationship.

3.2 Participants

The primary analysis included 34 university students enrolled in an English–Spanish literary translation course. All participants completed the required stages of the study, including the pretest, the S-E-T instructional intervention, the posttest, and the final perception questionnaire.

Participation was voluntary and remained independent of students' academic assessment in the course. Before beginning the activities, participants provided informed consent through the corresponding section of the research form. To ensure confidentiality, responses were identified using codes rather than students' personal names.

3.3 Materials and Corpus

The research corpus consisted of three separate passages selected from the original English version of Bram Stoker's *Dracula* (1897). One passage was assigned to the pretest, another was used during the instructional intervention, and a third was selected for the posttest. Employing different excerpts allowed students to practice the S-E-T strategy without repeating the material used to evaluate their initial and final translation performance.

The pretest and posttest passages were approximately 180–200 words in length and were selected to achieve reasonably comparable levels of difficulty and concentrations of Gothic-supernatural vocabulary. Both excerpts were reviewed before implementation to determine their suitability for the research objectives. The remaining passage was used exclusively for guided practice during the intervention, allowing participants to apply the S-E-T strategy alongside Vinay and Darbelnet's translation procedures.

3.4 Research Instruments

To facilitate the administration of the study and the organization of the collected information, all participant activities were incorporated into a single form divided into several sections. The form included informed consent, the pretest, the S-E-T instructional activity, the posttest, and a brief final perception questionnaire.

The pretest and posttest required participants to translate two different passages from Dracula into Spanish. In both assessments, students were instructed to identify lexical expressions they considered relevant to the construction of the Gothic-supernatural effect and to provide brief explanations supporting selected translation decisions. The comparable structure of both tasks made it possible to examine differences between initial and final performance.

The instructional section introduced the S-E-T strategy through a guided activity based on a separate literary passage. Participants examined selected lexical units by considering their contextual meaning, the literary effect they produced within the narrative, and an appropriate Spanish translation. During this stage, Vinay and Darbelnet's seven translation procedures were also presented as analytical resources for describing and explaining translation choices.

Following the intervention, participants completed a short questionnaire addressing their perceptions of the strategy's usefulness and the instructional activity. These responses provided supplementary information about the learning experience but were not interpreted as direct evidence of improved translation performance.

Students' pretest and posttest responses were evaluated using the same internally developed analytic rubric, consisting of five dimensions scored from 0 to 4 points each, for a maximum total of 20 points. The assessment dimensions were identification of Gothic-supernatural vocabulary, contextual comprehension, translation adequacy, preservation of the Gothic effect, and justification of translation decisions. The contextual appropriateness and naturalness of the proposed translations were assessed

within the translation adequacy dimension. Identical assessment criteria were applied to both measurements to maintain consistency and comparability in the evaluation process.

Table 1

Stages of the S-E-T Instructional Intervention

Stage	Guiding Question	Expected Evidence
Meaning	What does the expression mean within this context?	Contextual interpretation
Effect	What literary effect does the expression create in the scene?	Identification of its Gothic function
Translation	How can both the meaning and the literary effect be preserved in Spanish?	A justified translation solution

Note. Vinay and Darbelnet's translation procedures were incorporated during the Translation stage as complementary analytical tools for describing the proposed solutions.

3.5 Procedure

The study was conducted with students from two intact academic groups who received the same instructional intervention. For the comparative analysis, 34 participants with matched pretest and posttest records were included. Data collection and implementation followed six consecutive stages.

1. **Selection and preparation of materials.** The passages from Bram Stoker's *Dracula* were selected and reviewed for their use in the pretest, instructional intervention, and posttest. The corresponding activities were then organized into a single integrated research form.
2. **Informed consent and participant identification.** Students voluntarily agreed to participate in the study, and each participant was assigned an identification code. This procedure allowed responses to be linked across the distinct stages while maintaining anonymity.
3. **Pretest administration.** An initial translation assessment was conducted to establish participants' baseline performance in recognizing and translating Gothic-supernatural vocabulary.
4. **Implementation of the S-E-T intervention.** The instructional activity was conducted using a passage from *Dracula* that differed from those included in the assessments. Students were introduced to the S-E-T strategy and practiced examining the relationship between contextual meaning, Gothic literary effect, and translation solutions. Vinay and Darbelnet's procedures were also incorporated as supplementary resources for describing and justifying their translation decisions.
5. **Posttest and perception questionnaire.** Following the intervention, students completed the posttest under conditions comparable to those of the initial assessment. They also answered a brief questionnaire concerning their perceptions of the instructional experience.
6. **Assessment and comparison of results.** Pretest and posttest responses were evaluated using identical criteria from the analytic rubric. The data collected were organized according to participants' identification codes, allowing the two assessments to be compared alongside the written justifications provided by students.

3.6 Data Analysis

Data analysis was conducted using the pretest and posttest scores of 34 participants with matched records from both assessments. Translation performance was evaluated using the same analytic rubric across the two measurements. The rubric comprised five dimensions, each scored on a scale from 0 to 4, resulting in a maximum possible score of 20 points. Descriptive statistics were calculated to examine overall mean scores, dimension-specific averages, and differences between initial and final performance. The analysis also considered the number of participants whose scores increased, decreased, or remained unchanged between assessments.

To determine whether the differences in total pretest and posttest scores were statistically significant, the Wilcoxon signed-rank test for paired samples was applied, using a significance level of .05. This nonparametric test was selected because it allows paired measurements to be compared without requiring the assumption that the scores follow a normal distribution.

In addition to the quantitative analysis, students' translation solutions and written justifications produced during the S-E-T instructional intervention were examined qualitatively. Particular attention was given to how participants connected contextual meaning, the Gothic effect, and their translation decisions. Where appropriate, Vinay and Darbelnet's translation procedures served as descriptive categories for interpreting the solutions proposed by students.

Finally, responses to the perception questionnaire were summarized using frequencies and percentages. These findings were treated as supplementary information concerning students' perceptions of the strategy's usefulness rather than as direct indicators of translation performance or learning gains.

3.7 Validity and Reliability

Several measures were implemented to promote comparability between the pretest and posttest assessments. The selected literary passages were approximately equivalent in length and contained comparable concentrations of Gothic-supernatural vocabulary. Both assessments also followed similar instructions and administration conditions to reduce procedural differences. Consistency in assessment was supported through the use of the same analytic rubric for both measurements, with predefined criteria for each dimension. Before implementation, the selected passages, task instructions, and integrated research form were reviewed to identify potential difficulties related to comprehension or administration. Necessary adjustments were made to improve the clarity and applicability of the materials.

3.8 Ethical Considerations

Participation in the research was entirely voluntary and had no influence on students' academic grades. Before completing the activities, participants provided informed consent through the corresponding section of the research form. This section explained the purpose of the study, the tasks involved, and the intended academic use of the collected information.

To protect participants' identities, responses were recorded using identification codes rather than personal names. All information gathered during the study was used exclusively for academic and research purposes.

4. Results

The analysis included data from 34 university students who completed both the pretest and posttest assessments. Translation performance was evaluated using an analytic rubric consisting of five dimensions, with a maximum possible score of 20 points. The findings revealed an increase in the overall mean score, from 17.91 points in the pretest to 19.18 points in the posttest, representing an average improvement of approximately 1.27 points. Among the 34 participants, 19 students (55.88%) achieved higher scores in the posttest, 14 (41.18%) maintained their initial scores, and only one participant (2.94%) obtained a lower score.

Table 2

Overall Comparison of Translation Performance

Indicator	Result
Participants	34
Pretest mean score	17.91
Posttest mean score	19.18
Mean score increase	+1.27
Participants with improved scores	19 (55.88%)
Participants with unchanged scores	14 (41.18%)
Participants with decreased scores	1 (2.94%)

Note. Scores were obtained from the pretest and posttest assessments of 34 students using an analytic rubric with a maximum possible score of 20 points. Percentages were calculated according to the number of participants whose scores increased, remained unchanged, or decreased.

A comparison of the five assessment dimensions revealed differences in specific aspects of students' translation performance. The most substantial improvement was observed in the preservation of the Gothic effect, with mean scores increasing from 2.97 to 3.50 points. Translation adequacy showed the second-largest increase, from 3.65 to 3.97 points, followed by contextual comprehension, which rose from 3.62 to 3.82 points.

Smaller changes were identified in the remaining dimensions. The mean score for justification of translation decisions increased from 3.79 to 3.94 points, while identification of Gothic-supernatural vocabulary rose from 3.88 to 3.94 points. These descriptive findings indicate that the most notable differences were concentrated in students' ability to preserve literary effects and select contextually appropriate Spanish translations.

Table 3

Translation Performance by Assessment Dimension

Dimension	Pretest	Posttest	Difference
Vocabulary identification	3.88	3.94	+0.06
Contextual comprehension	3.62	3.82	+0.20
Translation adequacy	3.65	3.97	+0.32
Preservation of the Gothic effect	2.97	3.50	+0.53
Justification of translation decisions	3.79	3.94	+0.15
Total	17.91	19.18	+1.27

Note. Each assessment dimension had a maximum possible score of 4 points. Dimension-specific differences were calculated using unrounded values.

The increases observed across the assessment dimensions suggest favorable changes in aspects of translation performance associated with textual comprehension and the preservation of literary features. Particularly noteworthy was the improvement in preserving the Gothic effect, which exhibited the largest descriptive difference. This finding is relevant to the objectives of the S-E-T strategy, as one of its central principles involves encouraging students to recognize the literary effect of lexical expressions before determining an appropriate translation solution.

Nevertheless, descriptive differences alone cannot establish whether the overall change between the two assessments was statistically significant. An inferential analysis of total pretest and posttest scores was therefore conducted to examine the statistical significance of the observed differences.

The Wilcoxon signed-rank test for paired samples was employed to compare the total scores obtained by the same 34 students before and after the S-E-T instructional intervention. This analysis was intended to determine whether the differences between the two measurements reached statistical significance.

The reported test results indicated a statistically significant difference between pretest and posttest performance ($W = 7.5$, $p < .001$), using a significance level of .05. Together with the increase in the overall mean score, this finding indicates that posttest performance was significantly higher than pretest performance.

However, because the study did not include a control group, the observed improvement cannot be attributed exclusively to the instructional intervention. The findings should therefore be interpreted as changes in translation performance observed following the implementation of the S-E-T strategy rather than as conclusive evidence of a causal effect.

Table 4

Wilcoxon Signed-Rank Test Results

Indicator	Result
Number of paired observations	34
W statistic	7.5
Two-tailed *p* value	.000148
Significance level	.05
Interpretation	Statistically significant difference

Note. The test was performed using paired total scores from the pretest and posttest assessments.

In addition to the analysis of translation performance, responses to the final perception questionnaire were examined. This instrument included six statements addressing students' perceptions of the S-E-T strategy and the usefulness of Vinay and Darbelnet's translation procedures.

The questionnaire yielded 48 responses, which were analyzed independently from the 34 paired pretest and posttest records because individual correspondence between the two datasets could not be established. Overall, the findings reflected favorable perceptions of the instructional approach. Across the six statements, the proportion of positive responses, corresponding to the categories "Agree" and "Strongly Agree," ranged from 87.5% to 93.8%.

Table 5

Students' Perceptions of the S-E-T Strategy

Evaluated Aspect	Favorable Responses
Understanding contextual meaning	91.7%
Identifying the Gothic effect	87.5%
Connecting meaning and literary effect	89.6%
Usefulness of translation procedures	91.7%
Reflection on translation decisions	93.8%
Usefulness for future translation tasks	89.6%

Note. Percentages were calculated from responses to the final perception questionnaire. Ratings of 4 (Agree) and 5 (Strongly Agree) on the Likert scale were classified as favorable responses.

As presented in Table 5, reflection on translation decisions received the highest percentage of favorable responses (93.8%). This finding suggests that respondents perceived the S-E-T strategy as a useful resource for examining their translation choices before selecting a final solution. Similarly, 91.7% of responses were favorable regarding both contextual comprehension and the usefulness of Vinay and Darbelnet's procedures. Identification of the Gothic effect received the lowest proportion of positive responses (87.5%), although the overall evaluation remained predominantly favorable.

These findings complement the pretest and posttest results by indicating that respondents generally viewed the instructional strategy positively. However, students' perceptions should not be interpreted as independent evidence of objectively measured improvements in translation performance. To complement the quantitative findings, an exploratory qualitative review of students' translations and written justifications from the pretest and posttest was conducted. The analysis focused on how participants connected the contextual meaning of selected expressions with their function in the Gothic atmosphere and the decisions made when translating them into Spanish.

Examples representing distinct levels of translation performance were selected to illustrate characteristics of students' responses. Since the pretest and posttest involved different passages from *Dracula*, the analysis focused on how participants identified and explained literary effects without assuming that the selected expressions presented equivalent levels of difficulty.

Table 6

Examples of Translation Decisions and Student Justifications

Participant and Assessment	Original Expression	Proposed Translation	Student's Justification
72-04, pretest	Pallor	Palidez	"Es raro ver a alguien tan pálido suena más natural" [It sounds more natural to say that it is unusual to see someone so pale.]
72-04, posttest	My blood run cold	Se me helaba la sangre	"dramatiza el sentimiento de sorprenderse por una situación" [It dramatizes the feeling of being startled by a situation.]
72-05, pretest	Peculiarly sharp white teeth	Unos dientes blancos singularmente afilados	The student associates the description of the teeth with the Count's supernatural appearance and explains the choice of "singularmente" ("peculiarly").
72-05, posttest	the Count's lair	La guarida del Conde	The student explains that "guarida" ("lair") suggests a hidden and threatening place, unlike "casa" ("house") or "residencia" ("residence").

Note. The examples were drawn from the original student responses. Direct quotations are presented in Spanish, followed by English translations in brackets. Some justifications have been summarized in English to facilitate comparison.

The examples presented in Table 6 illustrate differences in the level of detail and reasoning reflected in students' translation justifications. Participant 72-04 primarily focused on explaining the meaning or general emotional effect of the selected expressions. Although the posttest response recognized an emotional reaction associated with fear, the justification did not fully explain the relationship between the source expression, its literary function, and the proposed Spanish translation.

In contrast, participant 72-05 demonstrated a more explicit connection between meaning, literary effect, and translation choices from the pretest onward. In the posttest, the selection of "la guarida del Conde" reflected attention to the threatening and concealed associations conveyed by the original expression. The accompanying justification also considered alternative lexical choices and explained how these might produce different effects. Together, these examples illustrate varying levels of reflection and awareness in students' translation decision-making.

5. Discussion

The findings of this study revealed changes in students' translation performance following the implementation of the S-E-T (Meaning–Effect–Translation) instructional strategy. Comparisons between pretest and posttest assessments showed an overall increase in scores, particularly in dimensions related to preserving the Gothic effect and producing appropriate translation solutions. These findings are relevant to the study's objectives, as the proposed strategy encourages students to approach literary translation by considering both the contextual meaning of expressions and their literary function.

Regarding the first hypothesis (H1), which predicted that posttest scores would exceed pretest scores, the overall mean increased from 17.91 to 19.18 points. The Wilcoxon signed-rank test also indicated a statistically significant difference between the two assessments ($p < .001$). These results support H1 with respect to the aspects of translation performance measured by the analytic rubric. Nevertheless, the absence of a control group in the pretest–posttest design prevents the observed improvements from being attributed exclusively to the S-E-T intervention.

One of the most noteworthy findings was the improvement in preserving the Gothic effect, with mean scores rising from 2.97 to 3.50 points. This change is particularly meaningful from a pedagogical perspective because a central aim of the S-E-T strategy is to encourage students to identify the intended literary effect before selecting a translation solution. When translating Gothic literature, lexical choices involve more than conveying the denotative meaning of individual words; they also require attention to the atmosphere, narrative tension, and emotional responses evoked in readers. In this respect, the findings are consistent with

Bassnett's (2014) perspective on the importance of considering the literary and contextual characteristics of texts throughout the translation process.

Similarly, the improvements observed in translation adequacy and contextual comprehension suggest favorable developments in students' interpretation of the source text and their selection of appropriate Spanish expressions. These findings can be considered in relation to the PACTE model of translation competence, which conceptualizes translation as a specialized activity involving the interaction of distinct types of knowledge and skills (PACTE Group, 2003; Hurtado Albir, 2017). Within this framework, identifying translation problems and making informed decisions are particularly relevant processes, as they help explain how students recognize translation difficulties and evaluate practical solutions.

From this perspective, the S-E-T strategy can be understood as an instructional tool that structures translation reasoning through three interconnected stages: interpreting contextual meaning, identifying literary effect, and developing an appropriate target-language solution. Although the findings do not provide a comprehensive measure of translation competence development, they indicate changes in specific performance indicators associated with these processes.

Vinay and Darbelnet's (1995) translation procedures also served as complementary analytical resources for describing the decisions made by participants. Identifying procedures such as literal translation, transposition, modulation, and equivalence provided a framework for examining the transformations involved in transferring meaning from the source text to the target text. However, as discussed in the theoretical framework, the application of a particular procedure does not necessarily ensure translation quality. Its appropriateness depends on how effectively the resulting solution conveys contextual meaning, maintains naturalness in Spanish, and preserves the intended literary effect.

With regard to the second hypothesis (H2), which proposed that posttest justifications would demonstrate more explicit connections between contextual meaning, Gothic effect, and translation solutions, the corresponding assessment dimension showed a modest descriptive increase from 3.79 to 3.94 points. The qualitative examples also revealed instances in which students explained the connotations of particular expressions and connected them to their proposed translations. Nevertheless, the improvement was relatively small, and the selected examples do not establish a consistent pattern across all participants. Consequently, the available evidence is insufficient to conclusively confirm H2.

The final perception questionnaire provided additional insight into students' evaluations of the S-E-T strategy. Reflection on translation decisions received the highest proportion of favorable responses (93.8%). Furthermore, 91.7% of responses were positive regarding contextual comprehension and the usefulness of Vinay and Darbelnet's translation procedures. These findings suggest that respondents recognized the value of examining meaning and literary effect before choosing a translation solution. However, questionnaire responses must be interpreted separately from the pretest and posttest findings, since the questionnaire yielded 48 responses that could not be individually matched to the 34 participants included in the paired analysis.

Taken together, the quantitative and qualitative findings highlight the potential of the S-E-T strategy as a pedagogical resource for literary translation instruction. The descriptive improvements in preserving the Gothic effect, translation adequacy, and contextual comprehension align with the intervention's objectives, while questionnaire responses indicate a generally favorable reception among students. Nevertheless, these findings should be considered in light of the study's methodological limitations, particularly the lack of a control group, the relatively small sample, and possible differences in difficulty between the literary passages used in the assessments.

Overall, this study provides preliminary evidence supporting the educational value of activities that explicitly connect contextual meaning, literary effect, and translation decision-making. It also highlights the need for further research on the S-E-T strategy using larger samples, validated assessment instruments, and research designs capable of examining its contribution to the development of translation-related skills with greater precision.

6. Conclusions

This study aimed to examine changes in university students' translation performance before and after the implementation of the S-E-T (Meaning–Effect–Translation) instructional strategy, designed to support the identification and translation of Gothic-supernatural vocabulary in Bram Stoker's Dracula. The proposed approach sought to encourage a translation process that integrates contextual comprehension, recognition of literary effects, and the selection of appropriate Spanish translation solutions. Vinay and Darbelnet's translation procedures were incorporated as complementary tools for describing and justifying translation decisions.

The findings revealed an improvement in overall translation performance, with mean scores increasing from 17.91 points in the pretest to 19.18 points in the posttest. The Wilcoxon signed-rank test also indicated a statistically significant difference between the two assessments ($p < .001$). These results support the first hypothesis (H1), demonstrating higher performance scores following the instructional intervention.

Among the dimensions assessed, preservation of the Gothic effect showed the greatest descriptive improvement, followed by translation adequacy and contextual comprehension. These findings are particularly relevant because they reflect central components of the S-E-T strategy and suggest that an analytical sequence emphasizing contextual meaning and literary function may be useful in teaching the translation of Gothic literature.

Regarding the second hypothesis (H2), a modest descriptive increase was observed in the dimension assessing students' justification of translation decisions. However, the qualitative examples examined did not provide sufficient evidence to conclusively establish that posttest justifications demonstrated more explicit reasoning. Consequently, this hypothesis requires further investigation through a broader and more systematic analysis of participants' responses.

The final perception questionnaire also revealed generally favorable evaluations of the S-E-T strategy, particularly regarding reflection on translation decisions, contextual comprehension, and the usefulness of translation procedures. Nevertheless, these perceptions were analyzed independently of the pretest and posttest scores because individual correspondence between the two datasets could not be established.

Overall, the findings indicate favorable changes in the assessed indicators of translation performance following the intervention. Although the research design does not allow these improvements to be attributed exclusively to the S-E-T strategy, the results suggest that the proposed approach may serve as a relevant pedagogical resource for encouraging reflection on contextual meaning, literary effect, and translation decision-making. Furthermore, this study provides a foundation for future research exploring the application of the strategy to other literary texts and translator-training contexts.

7. Study Limitations

One of the primary limitations of this study was the absence of a control group and random assignment, which prevents a direct causal relationship from being established between the S-E-T intervention and the observed changes in translation performance. Therefore, although posttest scores were significantly higher than pretest scores, this difference cannot be attributed solely to the instructional strategy.

Another limitation concerns the sample size, as the comparative analysis included only 34 students with matched records from both assessments. This characteristic restricts the generalizability of the findings to other university populations and literary translation teaching contexts.

Additionally, different passages from Dracula were used in the pretest and posttest. Although the passages were selected to be comparable in length and difficulty, potential differences in their linguistic, contextual, and literary complexity may have influenced the resulting scores. Participants' possible familiarization with the instructional activities and assessment criteria must also be considered.

Future research should incorporate a control group, recruit larger samples, strengthen the validation of assessment instruments, and conduct more systematic qualitative analyses of students' translation justifications. These measures would allow researchers to examine the potential effects of the S-E-T strategy more precisely and better understand its contribution to the development of skills associated with translation competence.

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Appendices

Appendix A

Research Instruments: Pretest, Instructional Intervention, and Posttest

Integrated Research Form

This form brings together the distinct stages of participation in a study on literary translation and Gothic-supernatural vocabulary in Bram Stoker's *Dracula*. The activities will be completed at the times specified by the researcher.

Note. The research instruments were originally administered in Spanish. The instructions, consent form, and questionnaire items have been translated into English for presentation purposes. The original literary passages from *Dracula* have been retained in English.

Section 1. Informed Consent

You are invited to participate voluntarily in an academic research study on literary translation. Your participation will involve completing an initial translation assessment, an instructional activity, a final translation assessment, and a brief perception questionnaire.

The information collected will be used exclusively for academic and research purposes. Your responses will be identified using a code, and your name will not be included in the analysis or presentation of the findings. Participation is voluntary and will not affect your academic grades.

By selecting the option "I agree to participate," you confirm that you have read the information provided above and agree to take part in the study.

☐ I agree to participate voluntarily.

Participant code: _____

Section 2. Pretest

Instructions: Read the following excerpt from Dracula and translate it into Spanish, aiming to preserve its contextual meaning, naturalness, and literary effect. Do not consult any published translation of the novel.

Original Text

The mouth, so far as I could see it under the heavy moustache, was fixed and rather cruel-looking, with peculiarly sharp white teeth. These protruded over the lips, whose remarkable ruddiness showed astonishing vitality in a man of his years. For the rest, his ears were pale, and at the tops extremely pointed. The chin was broad and strong, and the cheeks firm though thin. The general effect was one of extraordinary pallor. Hitherto I had noticed the backs of his hands as they lay on his knees in the firelight, and they had seemed rather white and fine. But seeing them now close to me, I could not but notice that they were rather coarse, broad, with squat fingers. Strange to say, there were hairs in the centre of the palm. The nails were long and fine, and cut to a sharp point. As the Count leaned over me and his hands touched me, I could not repress a shudder. It may have been that his breath was rank, but a horrible feeling of nausea came over me, which, do what I would, I could not conceal (p. 28).

Spanish Translation

_____
_____
_____
_____
_____
_____
_____

Identification and Analysis

After completing your translation, select words or expressions that you consider important in creating a Gothic or supernatural effect in the passage.

Original Expression	Proposed Translation	Gothic/Supernatural Effect	Justification

Section 3. S-E-T Instructional Intervention

The S-E-T strategy encourages students to analyze a lexical unit before making a translation decision through three interconnected stages:

S – Meaning (*Significado*): What does the expression mean within this particular context?

E – Effect (*Efecto*): What literary function or effect does the expression produce in the scene?

T – Translation (*Traducción*): How can the expression be translated into Spanish while adequately preserving its meaning and literary effect?

During this activity, students may also use Vinay and Darbelnet's translation procedures: borrowing, calque, literal translation, transposition, modulation, equivalence, and adaptation.

Original Text

When I found that I was a prisoner a sort of wild feeling came over me. I rushed up and down the stairs, trying every door and peering out of every window I could find, but after a little the conviction of my helplessness overpowered all other feelings. When I look back after a few hours, I think I must have been mad for the time, for I behaved much as a rat does in a trap. When, however, the conviction had come to me that I was helpless I sat down quietly, as quietly as I have ever done anything in my life and began to think over what was best to be done. I am thinking still, and as yet have come to no definite conclusion. Of one thing only am I certain. That it is no use making my ideas known to the Count. He knows well that I am imprisoned, and as he has done it himself, and has doubtless his own motives for it, he would only deceive me if I trusted him fully with the facts. So far as I can see, my only plan will be to keep my knowledge and my fears to myself, and my eyes open (p. 41).

S-E-T Analysis Matrix

For the selected expressions, complete the following information:

Original Expression	S: Meaning	E: Effect	T: Translation	Procedure	Justification

Section 4. Posttest

Instructions: Read the following excerpt from Dracula and translate it into Spanish, aiming to preserve its contextual meaning, naturalness, and literary effect. Do not consult any published translation of the novel.

Original Text

Mina took a growing interest in everything and I was rejoiced to see that the exigency of affairs was helping her to forget for a time the terrible experience of the night. She was very, very pale, almost ghastly, and so thin that her lips were drawn away, showing her teeth in somewhat of prominence. I did not mention this last, lest it should give her needless pain, but it made my blood run cold in my veins to think of what had occurred with poor Lucy when the Count had sucked her blood. As yet there was no sign of the teeth growing sharper, but the time as yet was short, and there was time for fear.

When we came to the discussion of the sequence of our efforts and of the disposition of our forces, there were new sources of doubt. It was finally agreed that before starting for Piccadilly we should destroy the Count's lair close at hand. In case he should find it out too soon, we should thus be still ahead of him in our work of destruction. And his presence in his purely material shape, and at his weakest, might give us some new clue (p. 397).

Spanish Translation

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Identification and Analysis

After completing your translation, select words or expressions that you consider important in creating a Gothic or supernatural effect in the passage. For each expression, provide the following information:

Original Expression	Proposed Translation	Gothic/Supernatural Effect	Justification

Section 5. Final Perception Questionnaire

Indicate your level of agreement with each of the following statements using a five-point Likert scale:

1 = Strongly disagree
2 = Disagree
3 = Neither agree nor disagree

4 = Agree
5 = Strongly agree
1. The S-E-T strategy helped me analyze the meaning of words and expressions within their context.
__ 1 __ 2__ 3 __ 4 __ 5
2. Identifying the Gothic effect before translating helped me make translation decisions.
__ 1 __ 2__ 3 __ 4 __ 5
3. The S-E-T strategy helped me connect the meaning of the text with its literary effect.
__ 1 __ 2__ 3 __ 4 __ 5
4. Vinay and Darbelnet's translation procedures helped me recognize diverse ways of solving translation problems.
__ 1 __ 2__ 3 __ 4 __ 5
5. The activity encouraged me to reflect on my decisions before selecting a translation solution.
__ 1 __ 2__ 3 __ 4 __ 5
6. I believe the S-E-T strategy could be useful for future literary translation activities.
__ 1 __ 2__ 3 __ 4 __ 5
7. Which aspect of the S-E-T strategy did you find most or least useful during the activity?
_____

Appendix B

Assessment Rubric and Coding Guidelines

This appendix presents the criteria used to assess and organize the responses collected during the pretest and posttest. These materials were intended for the researcher's internal use and were not distributed to participants.

Assessment Rubric

Both the pretest and posttest were evaluated using the same analytic rubric, consisting of five dimensions scored from 0 to 4 points each, for a maximum total of 20 points.

Table 7

I. *Detailed Analytic Assessment Rubric (0–4)*

Dimension	**4**	**3**	**2**	**1**	**0**
Identification of Gothic-supernatural vocabulary	Consistently identifies relevant lexical units and avoids significant false positives.	Identifies most relevant units, with few omissions or false positives.	Identifies some relevant units, but omissions or incorrect inclusions moderately affect the analysis.	Identification is highly limited or largely superficial.	Fails to identify relevant units, or the response cannot be assessed.
Contextual comprehension	Accurately interprets meaning, relationships, and contextual nuances.	Demonstrates adequate comprehension with minor inaccuracies.	Shows partial comprehension, with some errors affecting important nuances.	Demonstrates limited comprehension, with errors that significantly affect meaning.	Interpretation is absent or incompatible with the context.
Translation adequacy	Provides contextually appropriate solutions that sound natural in Spanish and preserve relevant nuances.	Produces generally appropriate solutions with minor losses.	Provides understandable solutions, but with recurring losses or inaccuracies.	Produces inadequate solutions that substantially alter the intended meaning.	Translation solutions are absent or inappropriate.
Preservation of the Gothic effect	Consistently preserves the relevant atmospheric and emotional functions.	Largely maintains the intended effect, with minor reductions in intensity.	Preserves the effect partially or inconsistently.	The intended effect is considerably weakened.	The effect is lost or transformed in a way that is incompatible with the original.

Justification of translation decisions	Clearly explains the relationship between context, literary effect, and translation solution, considering alternatives when relevant.	Provides a clear justification, although with less detailed reasoning.	Offers a basic justification that mentions relevant factors without fully connecting them.	Provides vague or circular reasoning based primarily on lexical equivalence.	Provides no justification, or the explanation does not correspond to the translation decision.

Categories of Gothic-Supernatural Vocabulary

The following categories were used to organize the lexical units identified in the selected passages.

Table 8

Categories of Gothic-Supernatural Vocabulary

Code	Category	Description
GS1	Explicit supernatural elements	Beings, forces, objects, or phenomena are presented as supernatural.
GS2	Fear/Threat	Lexical units that intensify danger, fear, or vulnerability.
GS3	Darkness/Atmosphere	Expressions that create a sinister, nocturnal, or unsettling atmosphere.
GS4	Strangeness/Disruption	Expressions that convey abnormality, uncertainty, or a disruption of ordinary reality.
GS5	Protection/Belief	Symbolic, religious, or superstitious elements that serve a protective function within the narrative.
GS6	Isolation/Confinement	Expressions that reinforce helplessness, imprisonment, loneliness, or the absence of escape.

Note. A single lexical unit may be associated with more than one category when its contextual function justifies multiple classifications.

Vinay and Darbelnet's Translation Procedures

The translation procedures were used as supplementary descriptive categories to identify how particular translation solutions were constructed.

Table 9

Coding of Vinay and Darbelnet's Translation Procedures

Code	Procedure	Application in This Study
VD1	Borrowing	A word or expression from the source language is retained in the target text.
VD2	Calque	The components of an expression are translated while maintaining a structure closely resembling the original.
VD3	Literal translation	A direct correspondence is appropriate to the context.
VD4	Transposition	The grammatical category is changed during translation.
VD5	Modulation	The perspective or manner of expressing an idea is modified.
VD6	Equivalence	A different formulation is used to preserve an equivalent communicative function.
VD7	Adaptation	A situation or cultural reference is replaced with an alternative appropriate to the target context.
VD0	Not applicable/Other	The solution cannot be adequately described using any of the seven procedures listed above.

Note. The identification of translation procedures served a descriptive purpose and did not independently determine translation scores. Assessment focused on the adequacy of the proposed solution, preservation of the Gothic effect, and the relationship between contextual meaning, literary effect, and translation decision-making.